

WHITEMORE PARK MIDDLE

1808 Rhue St.
Conway, South Carolina 29527

GRADES	6-8 Middle School	
ENROLLMENT	714 Students	
PRINCIPAL	Michelle Green-Graham	843-488-0669
SUPERINTENDENT	Gerrita Postlewait	843-488-6700
BOARD CHAIR	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	14	20	1

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Excellent	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No

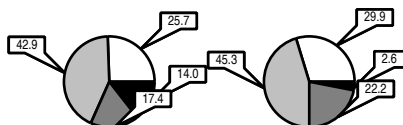
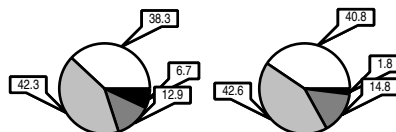
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	686	99.3	29.6	45.5	22.3	2.6	34.0	Yes	Yes
Gender									
Male	354	98.9	35.1	46.9	16.5	1.6	26.1		
Female	332	99.7	24.1	44.1	28.1	3.8	41.9		
Racial/Ethnic Group									
White	393	99.8	24.9	44.1	26.5	4.5	42.8	Yes	Yes
African-American	280	99.3	36.4	47.3	16.3	0.0	21.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	542	99.3	24.0	45.9	26.8	3.3	40.8		
Disabled	144	99.3	51.5	43.8	4.6	0.0	6.9	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	684	99.6	29.6	45.5	22.3	2.6	34.0		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	683	99.6	29.5	45.6	22.3	2.7	34.0		
Socio-Economic Status									
Subsidized meals	497	99.0	34.1	45.3	19.3	1.3	28.9	Yes	Yes
Full-pay meals	189	100.0	18.4	45.9	29.7	5.9	46.5		

Mathematics - State Performance Objective = 15.5%									
All Students	686	99.7	25.5	43.1	17.4	14.0	43.1	Yes	Yes
Gender									
Male	354	99.4	28.6	44.1	15.2	12.1	40.1		
Female	332	100.0	22.4	42.1	19.6	15.9	46.1		
Racial/Ethnic Group									
White	393	99.8	20.1	40.9	21.1	17.9	50.5	Yes	Yes
African American	280	99.6	34.4	45.9	11.2	8.5	30.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	542	99.6	18.2	43.4	21.1	17.4	51.8		
Disabled	144	100.0	54.2	42.0	3.1	0.8	9.2	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	684	99.7	25.5	43.1	17.4	14.0	43.1		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	683	99.7	25.5	43.0	17.4	14.0	43.1		
Socio-Economic Status									
Subsidized meals	497	99.6	29.7	42.8	16.2	11.4	38.4	Yes	Yes
Full-pay meals	189	100.0	15.1	43.8	20.5	20.5	54.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	249	99.2	40.0	38.7	17.0	4.3	21.3
	Grade 7	244	99.2	24.2	56.2	18.3	1.4	19.6
	Grade 8	227	98.7	26.2	48.5	22.8	2.4	25.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	219	99.5	32.5	35.8	27.8	3.8	31.6
	Grade 7	233	99.1	29.3	46.4	21.6	2.7	24.3
	Grade 8	237	100.0	27.9	55.8	15.0	1.3	16.4

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	249	100.0	21.2	36.8	27.7	14.3	42.0
	Grade 7	244	100.0	20.5	50.9	19.5	9.1	28.6
	Grade 8	227	100.0	23.7	53.6	18.4	4.3	22.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	219	100.0	19.7	35.7	21.6	23.0	44.6
	Grade 7	233	99.6	24.7	40.8	19.7	14.8	34.5
	Grade 8	237	99.6	32.4	53.8	10.2	3.6	13.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 714)				
Students enrolled in high school credit courses (grades 7 & 8)	45.5%	Up from 38.8%	9.8%	14.6%
Retention rate	1.9%	Down from 3.3%	4.0%	3.0%
Attendance rate	96.2%	Up from 96.1%	95.7%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	16.3%		6.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	13.5%		6.6%	5.3%
Eligible for gifted and talented	14.6%	Up from 12.1%	11.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	20.7%	No change	14.9%	13.9%
Older than usual for grade	3.6%	Down from 7.3%	5.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.7%	Up from 4.7%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 49)				
Teachers with advanced degrees	55.1%	Up from 52.1%	46.8%	48.7%
Continuing contract teachers	79.6%	Down from 81.3%	79.6%	81.7%
Highly qualified teachers**	94.3%	N/A	88.6%	90.4%
Teachers with emergency or provisional certificates	4.5%		6.7%	5.3%
Teachers returning from previous year	85.9%	Down from 87.1%	82.3%	85.1%
Teacher attendance rate	94.8%	Up from 94.5%	94.8%	94.8%
Average teacher salary	\$42,367	Up 1.4%	\$39,103	\$40,566
Prof. development days/teacher	14.9 days	Up from 12.8 days	10.2 days	11.0 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	3.3
Student-teacher ratio in core subjects	25.0 to 1	Down from 25.6 to 1	21.1 to 1	21.3 to 1
Prime instructional time	90.6%	Up from 89.9%	89.5%	89.3%
Dollars spent per pupil*	\$6,507	Up 2.3%	\$6,174	\$5,821
Percent of expenditures for teacher salaries*	60.9%	Up from 59.9%	61.1%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.8%	Down from 97.1%	97.9%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	87.9%		92.0%	
Highly qualified teachers in high poverty schools**	92.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Whittemore Park Middle School is proud to report the accomplishments achieved during the 2003-2004 school year. Increasing student learning is always our primary goal; however, both students and staff were also engaged in activities designed to foster personal growth in areas of community involvement, service learning projects, and the arts.

Our students celebrated numerous academic accomplishments. Three students qualified as Duke Tip Scholars. Five students were identified as South Carolina Junior Scholars. Forty-eight students qualified to participate in PSAT testing and fifteen students participated in Duke TIP testing. Our 740 students earned over 16,000 points in the Accelerated Reader program.

The band, orchestra, and chorus programs continue to be recognized. Nine students were selected for All-County Chorus and one for All-County Orchestra.

Our students and staff contributed both time and money for the benefit of The American Heart Association, The March of Dimes, the Leukemia and Lymphoma Society, and for soldiers serving in Iraq.

Our Parent Teacher Organization (PTO) was very active. They provided funds that supported student incentive programs, sponsored nineteen events, and provided needed materials for teachers and students.

Whittemore Park participated in a computer-adaptive assessment system (MAP) to help improve instruction and give students scores that can be compared nationally.

Our academic day was changed from ninety minutes in ELA and mathematics and forty-five minutes in science and social studies to seventy minutes in each of these classes. An additional thirty minute extension classes allowed for skills grouping based on MAP results. READ 180 classes provided opportunities for students to improve their reading skills.

Through the work of teachers, students, and parents, we will continue to strengthen our instructional program to ensure the success of all of our students and to prepare them to be positive productive members of society.

Sylvia Jenerette, Principal 2003-04

Deborah Carroll, School Improvement Council Chairperson 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	54	173	78
Percent satisfied with learning environment	92.5%	54.9%	70.1%
Percent satisfied with social and physical environment	94.3%	65.3%	63.6%
Percent satisfied with home-school relations	64.8%	66.7%	63.0%

*Only students at the highest middle school grade level at this school and their parents were included.